

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF INDIAN AFFAIRS  
ALASKA SCHOOL SERVICE

# ANNUAL REPORT

TO THE  
COMMISSIONER OF INDIAN AFFAIRS,  
WASHINGTON, D. C.

OF THE  
SCHOOL AT Wrangell Institute, Wrangell, ALASKA

For the year ending

June 30, 1933

Lenny Jackson  
Principal

July 8, 1933  
(Date)

In addition to the monthly reports of attendance required, each principal shall at the close of each term send to the Commissioner of Indian Affairs an Annual Report, giving a general review of work during the year in the school and in the community and stating as definitely as possible what has been accomplished.— *Rules and Regulations, Section 44.*

Please read all directions carefully and check all figures in order that errors may be avoided.

Make four copies of this report. File one copy for school records and mail three copies to the District Superintendent who will keep one and forward two to the Administrative Office. One of these copies will be mailed to Washington and the other filed in the Administrative Office. Forward the reports on the first outgoing mail after the school term ends.

RECEIVED  
JUL 15 1933



# GENERAL STATISTICS

	Elementary grades	High school	Total
1. Number belonging first of year	24	35	59
2. Number entered during year	7	5	12
3. Total enrollment	31	40	71
4. Number dropped during year on account of—			
(a) Leaving community with parents	0	0	0
(b) To work, through necessity	0	2	2
(c) Indifference	0	0	0
(d) Other causes (do not include graduates)	1	4	5
Total dropped	1	6	7
5. Total belonging end of year	30	34	64
6. (a) Number promoted without conditions during the year	26	32	58
(b) Number promoted on condition	0	0	0
(c) Number failed of promotion	4	2	6
7. Aggregate days' attendance by all pupils during the year	5492	6441	11933
8. Average daily attendance	29.37	34.44	63.81
9. Per cent of attendance	99.4	99.53	99.46
10. Number of days' absence	33	30	63
11. Number of pupils attending 160 days or more	30	34	64
12. Number of pupils not attending 160 days	1	6	7
13. Number of cases of tardiness	60	92	152
14. Per cent of punctuality	98.9	98.57	98.7
15. Number of pupils neither absent or tardy	4	4	8
16. Number of cases of corporal punishment	0	0	0
17. Number of graduates from eighth grade	11	—	11
18. Average age of graduates	16		
19. Enrollment by grades:	Boys	Girls	Total
(a) Number of pupils enrolled in first grade	0	0	0
(b) Number of pupils enrolled in second grade	0	0	0
(c) Number of pupils enrolled in third grade	0	0	0
(d) Number of pupils enrolled in fourth grade	0	0	0
(e) Number of pupils enrolled in fifth grade	0	0	0
(f) Number of pupils enrolled in sixth grade	5	8	13
(g) Number of pupils enrolled in seventh grade	4	2	6
(h) Number of pupils enrolled in eighth grade	8	4	12
(i) Number of pupils enrolled in ninth grade	9	9	18
(j) Number of pupils enrolled in tenth grade	7	5	12
TOTAL	33	28	61

20. Actual number of days taught (excluding holidays) 187

21. Number of days whole school has been closed on account of contagious disease none

22. Total seating capacity of buildings 100

REMARKS: This grade classification is on the basis of the grade assignment made in other schools, checked, and in some cases modified by results of Stanford Achievement test. Our organization does not provide for ordinary grade classification.



# GENERAL STATISTICS—Continued

23. Number of children between the ages of 8 and 16 residing in the district who have not completed the eighth grade and who did not attend school. —
24. Number of parents notified of violations of the compulsory school law. —
25. Number of children of school age in district incapacitated from attending school because: Deaf. — Mute. —  
Blind. — Feeble-minded. — Crippled. — Poverty in the family. —
26. Did a physician make a physical examination of all pupils during present school year? *not all* A nurse? *yes*  
A dentist? *not all* Were children's eyes tested? *yes*
27. Number of community meetings held in school building *none*
28. Number of visits to homes by teacher. —
29. Number of visits by parents to school *50 approximately*
30. Is manual training taught? *yes* In what grades? *all*
31. Is cooking taught? *yes* In what grades? *all*
32. Is sewing taught? *yes* In what grades? *all*
33. Is music taught? *yes* In what grades? *all*
34. Is drawing taught? *yes* In what grades? *sixth*
35. Is penmanship taught? *yes* In what grades? *sixth*
36. Is definite physical training given? *yes*
37. Number of volumes in school library *420*
38. Number of rooms used for school purposes *10*
39. How many eighth-grade graduates of the preceding year entered high school either in your school or in some other? *no school last year*
40. Number of eighth-grade graduates in community and not in school and whose school life is presumably ended. —
41. Number of night-school sessions held. — Enrollment at night schools *none*
42. Times medical assistance rendered. —
43. Number of births in village. —
44. Number of deaths in village. —
45. Population of the village. —

REMARKS: *Wrangell Institute is a boarding school with no immediate responsibility for community work.*



# RECORDS

PUPIL'S NAME	Exact Date of Birth			Degree Indian Blood*	Age	Grade	Days In Attendance	Promoted
	Month	Day	Year					
1. Alby Laurence	7	2	1920	1/2	12	6	56	no
2. Bean Linda	10	14	1914	F.B.	18	6	185	yes
3. Bean Lornie	11	28	1918	F.B.	14	6	187	yes
4. Gordon Alice	2	19	1917	F.B.	16	6	186	yes
5. Hewson Wesley	10	24	1917	1/2	15	6	187	yes
6. Irvine Francis	2	15	1911	1/2	22	6	186 1/2	no
7. Joseph Paul	11	27	1917	F.B.	15	6	187	yes
8. Kerr Hilda	6	8	1920	1/4?	12	6	175	yes
9. Marsden Alice	10	4	1919	F.B.	13	6	187	yes
10. Mather Edna	3	6	1918	F.B.	15	6	174	no
11. Peratronick Betty	1	3	1919	3/4	14	6	187	yes
12. Peratronick Rose	2	22	1917	3/4	16	6	187	yes
13. Shields Albert	1	15	1915	F.B.	18	6	171	yes
14. Atkinson Tommy	6	17	1917	3/4	15	7	187	yes
15. Booth Gloria	1	3	1914	1/2	19	7	187	no
16. Demmet Oscar	3	2	1918	F.B.	15	7	187	yes
17. Leask James	8	18	1916	1/2	16	7	165	yes
18. Williams Howard	6	16	1918	3/4	14	7	187	yes
19. Williams Rosella	5	10	1918	F.B.	15	7	187	yes
20. Jack Johnnie	5	0	1918	F.B.	15	8	169	yes
21. Jackson Milton	6	11	1915	F.B.	17	8	185	yes
22. Johns Cecelia	10	8	1917	1/2	15	8	184	yes
23. Johnson Richard	11	14	1917	1/4	15	8	184	yes
24. Johnson Wallace	6	9	1917	F.B.	15	8	187	yes
25. Kerr Edward	1	18	1918	1/4?	15	8	184	yes
26. Leask Olive	10	18	1914	1/2	18	8	187	yes
27. Smith Ray	4	16	1916	F.B.	17	8	184	yes
28. Thomas Alice	2	12	1916	F.B.	17	8	187	yes
29. Wallace Bruce	5	27	1918	F.B.	14	8	187	yes
30. White Elizabeth	12	25	1915	F.B.	17	8	187	yes
31. Williams Billy	5	17	1916	1/2	17	8	182	no
32. Allen Louis	11	17	1913	3/4	19	9	187	yes
33. Austin Louis	7	23	1917	3/4	15	9	187	yes
34. Collins Irene	6	20	1913	3/4	19	9	184	yes
35. Davis Mary	11	15	1918	3/4	14	9	187	yes
36. Dennis Elizabeth	8	15	1912	3/4	20	9	96	no
37. Faucett Eddie	8	20	1915	F.B.	17	9	187	yes
38. Ford Johanna	8	7	1915	1/2?	17	9	184	yes
39. Frank Raymond	11	10	1915	F.B.	17	9	106	no
40. Friday Mable R	3	1	1914	F.B.	19	9	187	yes
41. Jackson Katherine	9	15	1917	F.B.	15	9	187	yes
42. Johnson Fred	3	17	1916	1/4	17	9	184	yes
43. Jones Henry	7	3	1916	3/4	16	9	187	yes
44. Klansen Laura	7	13	1913	F.B.	19	9	169	yes
45. Littlefield Henry	6	11	1914	1/2	18	9	187	yes
46. Leisk Kenneth	2	6	1919	1/2	14	9	187	yes
47. Shadesty Sarah	3	17	1918	1/2	15	9	187	yes
48. Ungu Fred	1	28	1912	1/2	21	9	175	yes
49. Williams Harvey	9	1	1914	F.B.	18	9	187	yes
50. Armour Elsie	6	27	1915	3/4	17	10	19	2

NOTE.—Arrange the names in alphabetical order by grades, with the surname first. Place a check (✓) in the proper column to show promotion, withdrawal, failure, etc.

\*—In this column enter degree of Indian blood of pupils as follows: Less than one-fourth Indian— $\frac{1}{4}$ ; one-fourth Indian— $\frac{1}{4}$ ; one-half Indian— $\frac{1}{2}$ ; Full Blood—F. B.; White—W.



# OF PUPILS

Withdrew	Failed	Promoted on Condition in (State Subject)	Double Promotion	SCHOLARSHIP RECORD																	INDUSTRIAL Citizenship WORK	ENGLISH	WORLD HIST.	ALGEBRA	PL. GEOMETRY	Elem. Bus.	Com. Law	Com. Geo.	Biology																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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NOTE.—In grading use letters E, VG, G, P, and X, of which E represents 95 to 100%; VG, 90 to 94%; G, 80 to 89%; P, 70 to 79%; X, below 70%, failure.



# RECORDS

PUPIL'S NAME	Exact Date of Birth			Degree Indian Blood*	Age	Grade	Days In Attendance	Promoted
	Month	Day	Year					
51. Barmonith Vincent	8	24	1914	F.B.	18	10	178	yes
52. Charlton Laurence	3	2	1917	1/4	16	10	185	yes
53. Dundas Clarence	10	7	1911	3/4	21	10	187	yes
54. Joseph Katie	11	17	1915	F.B.	17	10	187	yes
55. Leash Dorothy	5	6	1915	1/2	18	10	186	no
56. McKay Edna	9	14	1915	F.B.	17	10	113	-
57. Morris Thaddeus	11	15	1912	F.B.	20	10	183	yes
58. Pindtovich Emily	6	16	1916	3/4	16	10	186	no
59. Phillips Philip	8	6	1916	F.B.	16	10	186	no
60. Roberts Ethel	5	23	1917	1/2	10	10	187	yes
61. Verney Hazel	12	25	1913	1/2	19	10	185	yes
62. Bean Ronald	6	20	1913	F.B.	19	11	187	yes
63. Dunkelbeger Myrtle	7	23	1915	1/4	17	11	39	-
64. Johnson Gordon	1	24	1913	F.B.	20	11	179	yes
65. Joseph David	6	22	1913	F.B.	19	11	182	yes
66. Harris Aida	10	18	1916	1/2	16	11	187	yes
67. Charles Homer	5	1	1910	F.B.	23	12	106	-
68. Evans Esther	10	12	1912	F.B.	20	12	187	yes
69. James William	5	8	1909	F.B.	24	12	169	yes
70. Johnson James	4	11	1911	F.B.	22	12	181	yes
71. Roberts Hester	9	7	1915	1/2	17	12	187	yes
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## OF PUPILS

[illegible]



# ENROLLMENT BY AGE AND GRADE

(Give number of pupils in proper space)

(Give number of pupils in proper space)																		
GRADE	SEX	AGE																Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and over	
1st	B																	
2nd	G																	
	B																	
3d	G																	
	B																	
4th	G																	
	B																	
5th	G																	
	B																	
6th	G																	
	B																	
7th	G																	
	B																	
8th	G																	
	B																	
9th	G																	
	B																	
10th	G																	
	B																	
11th	G																	
	B																	
12th	G																	
	B																	
TOTAL	G																	
	B																	

NOTE.—List under column headed 5 the number of pupils from 5 years up to 6 years of age; under 6, from 6 years up to 7 years of age, etc. Take census near the close of the school year. Include children who have been in attendance but who are for the time not in school. Fill out form on the BASIS OF THE AGE OF THE PUPIL ON JANUARY FIFTEENTH. That is, if the census is taken on May first and a child in the second grade has reached his eighth birthday on April fifth, he should be listed in the report as seven, since that was his age on January fifteenth.

## SUMMARY OF DEGREE OF INDIAN BLOOD OF PUPILS ENROLLED

Less Than One-Fourth	One-Fourth	One-Half	Full Blood	White	Total Enrollment of School
1	5	31	34	0	71

## TIME SPENT BY PRINCIPAL TEACHER IN DIRECTING REINDEER ACTIVITIES

(If any reindeer work is done enter the total hours devoted to reindeer affairs each month.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total Hours
Hours													



# QUALIFICATIONS OF TEACHERS

	Elementary grades	High school	Total
1. Number who are high-school graduates only.....		1	1
2. Number who are graduates from a two-year normal course.....		0	0
3. Number who are college or university graduates.....		5	5
4. Number who have attended normal school but one year.....		0	0
5. Number who have attended college or university but one year.....		1	1
6. Number who are graduates of both normal and college (or university).....		1	1
7. Number who have taken postgraduate work.....		3	3
8. Number who have attended school within the past two years.....		2	2
9. Number who have taken correspondence courses within the past two years.....		0	0
10. <i>Four have had courses in Education required for</i>			
11. <i>teaching certificates.</i>			
12.			

## TOTAL EXPERIENCE OF TEACHERS AT BEGINNING OF YEAR

(Give number of teachers in proper spaces)

None	Less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	Over 10 years
1	1	1	0	1	0	2	0	0	0	0	0	26 years

NOTE.—Where the experience of teachers is greater than 10 years, please indicate the number of years for each individual included in the column headed "Over 10 years."

## ALASKA EXPERIENCE OF TEACHERS AT BEGINNING OF YEAR

(Give number of teachers in proper spaces)

None	Less than 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	Over 10 years
6	0	1	0	0	0	0	0	0	0	0	0	0

## AVERAGE AGES OF PUPILS ACCORDING TO GRADES

GRADES	Normal age for Entering Grade	Number Pupils of Normal Age	Number Pupils Over Normal Age in Grades						Pupils Under Normal Age		TOTAL
			1 Yr.	2 Yr.	3 Yr.	4 Yr.	5 Yr.	6 and Over	1 Yr.	2 Yr.	
1st	6										
2nd	7										
3rd	8										
4th	9										
5th	10										
6th	11	0	2	3	3	2	2	1	0	0	13
7th	12	0	3	1	1	0	0	1	0	0	6
8th	13	0	5	1	4	2	0	0	0	0	12
9th	14	1	2	3	2	4	2	2	2	0	18
10th	15	2	3	2	3	1	1	0	0	0	12
11th	16	0	1	0	2	1	0	0	1	0	5
12th	17	1	0	1	0	1	1	1	0	0	5
TOTAL		4	16	11	15	11	6	5	3	0	71



# FINANCIAL STATEMENT

(To be filled out by principal teacher)

District \_\_\_\_\_ No. \_\_\_\_\_ Station No. \_\_\_\_\_ Station \_\_\_\_\_ Year, 19 \_\_\_\_\_

Cost Account No.			Education	Medical
0	Equipment, materials, supplies, hauling	In Field Authorization	1920.21	
1	Foodstuffs, mess supplies, hauling		1422.00	
2	Miscellaneous labor		1071.99	
3	Destitution supplies		3711.92	
4	Fuel, including hauling, etc.		1006.82	
5	Light and water		—	
6	Traveling expenses		—	
7	Rental of buildings		—	
8	Repairs to buildings, labor and materials		—	
9	New buildings		27.50	
10	Telephone, telegraph, cables	Through Juneau Office General Authorization	9328.45	
11	Salaries, superintendent, teachers, cooks, etc.		—	
12	Barter supplies		16941.10	
13	Equipment, materials, and supplies		5401.96	
14	Foodstuffs, mess supplies		721.20	
15	Fuel		—	
16	Building repairs		—	
17	New buildings		—	
18	Appointment travel		—	
19	Freight, express, lighterage, (all sources)		41553.18	
20	SUBTOTAL			
21	Deduct: Destitution supplies		41,553.18	
22	NET TOTALS			

## MESS HOUSE OPERATIONS

		Meals Served	
		To—	No. of Meals
Value, stock on hand first of year	4226.89		
Purchased this year, Items 1 and 14	2073.58		
SUBTOTAL	6300.47	Employees	2232
Less stock last of year	992.12	Pupils	46477
Amount consumed this year	5308.35	Others	67
Wages, cooks and assistants	1017.00		2527
Fuel consumed (estimated)	146.00		
TOTAL COST THIS YEAR	6471.35		
Cost per meal	.127	TOTAL	51303

NOTE.—This information can be obtained from the school cost report covering the last month taught at your station during present fiscal year.



NARRATIVE REPORT —WRANGELL INSTITUTE  
1932-1933

Program of Instruction:

The school opened for the first time October 4, 1932, with an enrollment of 71 pupils, about equally divided between boys and girls and between elementary and high school students. The grade ratings with which the pupils came were accepted for preliminary classification. Later some reclassification was made on the basis of the showing of the pupils on the Stanford Achievement Test and other standardized tests.

Due to the fact that the whole situation was new, both for pupils and staff, the work was opened up on a fairly conservative basis. The standard texts were used and the usual grade and subject organization was very largely followed. Exceptions were the so-called "Basic Courses" and certain special projects.

On the expectation that we should have a staff of nine persons, the work was set up to include grades six to twelve inclusive. When, after a month of operation, we discovered that the staff would be limited to eight workers, we reorganized the work so as to enable the staff to distribute themselves over a broader field. The program was set up for a six-day week and separate schedules worked out for the elementary and high school departments in which most of the elementary classroom work was done on Mondays, Wednesdays and Fridays and most of the high school classes were held on Tuesdays, Thursdays and Saturdays. Alternate days for each section were used for shopwork, home economics, health classes and demonstrations and campus industrial work.

During the year a beginning was made in the direction in which it is hoped the school program of studies will rapidly develop. This



beginning was in the form of certain "Basic Studies" for high school students. Every student in the high school department spent an hour and three-fourths a day with a group studying some special life situation or interest. The groups were made up of students at different levels of attainment but were not based strictly on a grade classification. For the lower group, consisting mostly of ninth grade students, the studies were grouped around the following life interests: Our Physical Environment, Communities and Community Life, The Ways of Living Things. The two first mentioned continued for eight weeks, the last for sixteen weeks. The class time was spent in socialized classroom activities. Basic Studies for more advanced groups, similarly conducted, were held in Current American Problems, Health and Home, Business in Everyday Life, Human Wants and How They are Satisfied.

Definite projects were worked out in (1) the care and distribution of army and Red Cross destitution supplies, (2) preparation for a baby, including making a layette, accumulation of needed supplies and the study of baby care and preparation of a booklet of instructions to be taken home, (3) preparation by a high school English class of a set of papers describing and explaining phases of the salmon fishing industry and the exchange of these with other American high schools and the binding of the contributions received from other schools into a volume of expository essays in American Industries. Many smaller projects were developed in connection with campus and dormitory work.

Both the dormitories, boys' and girls, developed functioning student organizations which took over most of the details of adminis-



tration and worked out questions of policy with the staff member in charge. During practically the whole year no staff member was resident in the boys' building, the student organization administering, very creditably, the dormitory regulations. Student leaders, with student assistants assumed a great deal of responsibility for the care of other buildings. Owing to inadequate staff and the newness of the conditions in the institution, it was impossible to organize the general campus by projects to the extent desired, but some beginnings were made in this direction.

#### Buildings and Grounds:

The eight acres on which the present buildings are located were cleared and a little grading done in front of the main group of buildings before the institution was opened last fall. The rest of the grounds was ungraded and un drained. On several acres adjoining the cleared tract the timber was cut and left lying on the ground.

Throughout the year the boys have been engaged, during "work" periods, cleaning windows, polishing floors, laying stair treads, putting up electric fixtures and window shades and doing other small jobs required to put the buildings in usable and presentable shape, in draining and grading the grounds, and in clearing brush and removing stumps.

During the shop periods most of the work in the woodworking shop has been employed in building tables, bookcases, magazine holders, and a large number of miscellaneous articles for the equipment of



the school plant. In April and May about a half acre of land was cleared and dug up and a garden planted.

Throughout June members of the staff have gone over practically all of the floors of the school and dormitories and have kalsomined and repainted the diningroom and made other miscellaneous repairs.